

Unit #1 Title: Planning for Educational Achievement/Planning for School Success

Lesson Title: Stick With The Plan, Man!

Lesson: 1 of 2

Grade Level: K

Length of Lesson: 20-30 minutes

Missouri Comprehensive School Counseling Big Idea:

AD.4: Applying Skills Needed For Educational Achievement

Grade Level Expectations (GLEs):

AD.4.A.0K: Identify and follow classroom and school routines.

AD.4.B.0K: Identify work habits necessary for school success.

American School Counselor Association (ASCA) Mindsets and Behaviors:

Academic Development

Materials (include activity sheets and/ or supporting resources)

Poster board, divided into 6 blocks

1 small beanbag/sponge/soft object

At least one other staff member or alternative option

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others.
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 6. Identify tasks that require a coordinated effort and work with others to complete those tasks.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Missouri Comprehensive School Counseling Programs:

Linking School Success to Life Success

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Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The students will identify three school classroom routines.
 The students will identify how well you follow three school routines.
 The students will identify four work habits necessary for school success.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs.

Assessment can be question answer, performance activity, etc.

The student will model four work habits needed for staying on a daily plan.

The student will identify three habits they follow (during the evening or at night) to prepare for school the next day.

Lesson Preparation**Essential Questions:**

What would happen if adults and children played all day?

Engagement (Hook):

Counselor plans the following ahead of time with one or two other staff members:

Counselor and other staff member(s) enter class at same time, announcing that it's their time to work with the students. Each one looks at the other with wide eyes, or a puzzled look. A short discussion about whose scheduled time it is ensues. Counselor remains, and begins the discussion of why it is important to have a daily plan.

If other staff members are unavailable, counselor enters the room and announces that recess will be after school and lunch will be at nighttime! Counselor observes the children's reactions and then asks, "Any questions?" Then the counselor calms the children by saying, "Don't worry, that's why we have a plan."

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Counselor asks why it is important to have a daily plan.	1. Students offer responses such as: order, do what you suppose to do, etc.
2. Counselor asks students to describe their classroom schedule.	2. Students share their classroom schedule and routine with the class.
3. What do students need to do to help our class keep our daily plan? As students give answers, counselor draws each suggestion	3. Students offer answers (e.g. listen, hands/feet still, eyes on teacher, work together cooperatively, quiet/silent voices,

<p>in a block on the poster board, until all blocks are filled. (Ears for listening, hand for hands to self, etc.)</p> <p>4. Putting the poster on the floor, the counselor tosses a beanbag (or other soft item) on each block, randomly.</p> <p>5. Counselor asks several students to “show us” what that skill/behavior looks like, making sure that every student is included in modeling.</p> <p>6. Counselor summarizes: “Now that you’ve practiced all of these great ways to stay on the daily plan, I hope that you will continue to do a great job using these skills to follow the plan. Give me a <i>thumbs up</i> if you will do your best to follow the plan!” (or similar response).</p>	<p>follow directions).</p> <p>4. Students listen and watch.</p> <p>5. Selected students model the behaviors/skills, while others watch. (Make sure that all students have a chance to model.)</p> <p>6. Students respond.</p>
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Teacher Follow-Up Activities

Students could draw a picture of one way that they help their class stay on schedule.

Counselor reflection notes (completed after the lesson)